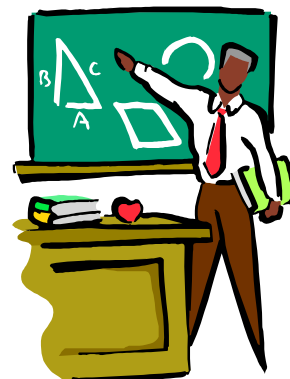
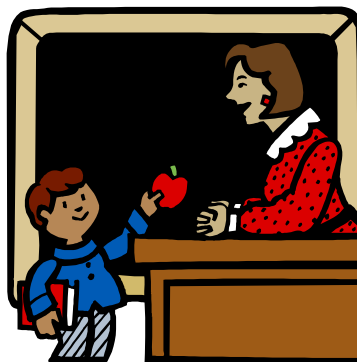


PROFILE ON

Teaching Occupations in Hawai'i

Preschool 🍏 Kindergarten 🍏 Elementary 🍏 Middle 🍏 Secondary 🍏 Special Education



State of Hawai'i
Benjamin Cayetano, Governor



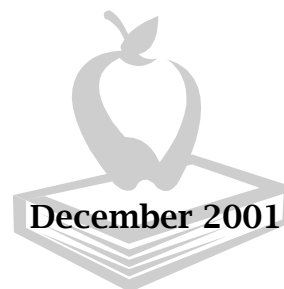
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Naomi Harada, Chief

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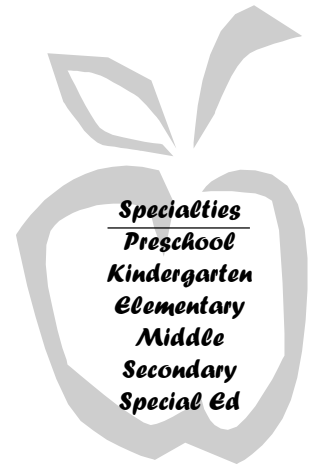
PROFILE ON

Teaching Occupations in Hawai'i

by Jeri Arucan

"Time was, school recruiters could find more than enough instructors at local teachers colleges and undergraduate education programs. Now, nearly a third of those students opt instead for the higher salaries and prestige of other professions. Meanwhile, experienced teachers are retiring or quitting in droves, even as record-high enrollments and class-size reduction measures have boosted demand. The result: 220,000 vacancies nationwide each year for the next decade."

[Excerpt from "Good Teachers, the Newest Import" by Mary Lord in U.S. News & World Report, April 5, 2001]



This article will profile teaching occupations at the preschool, kindergarten, elementary, middle, and secondary levels, including special education. A common requirement among these teaching specialties is that they generally call for a bachelors degree. All general references to teachers in this article are limited to the six types described below:

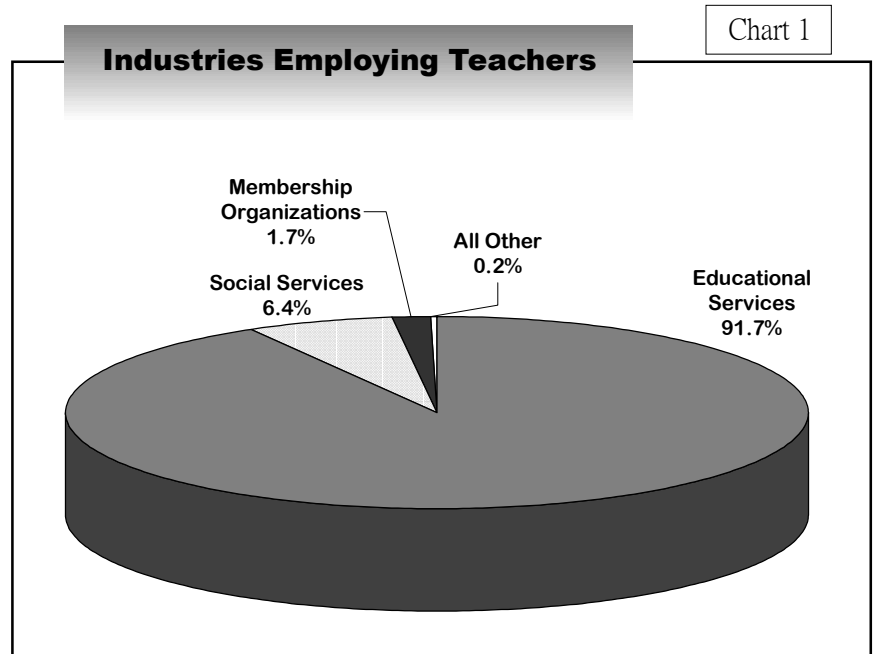
- **Preschool Teachers:** Instruct children (normally up to 5 years of age) in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification. *Example: Nursery School Teacher.*
- **Kindergarten Teachers:** Teach elemental natural and social science, personal hygiene, music, art, and literature to children from 4 to 6 years old. Promote physical, mental, and social development. May be required to hold State certification.
- **Elementary School Teachers:** Teach pupils in public or private schools at the elementary level basic academic, social, and other formative skills.
- **Middle School Teachers:** Teach students in public or private schools in one or more subjects at the middle, intermediate, or junior high level, which falls between elementary and senior high school as defined by applicable State laws and regulations.
- **Secondary School Teachers:** Teach students in secondary public or private schools in one or more subjects at the secondary level, such as English, mathematics, or social studies. May be designated according to subject matter specialty, such as typing instructors, commercial teachers, or English teachers. *Example: High School Teacher.*



- **Special Education Teachers - Preschool, Kindergarten, Elementary School; Middle School; and Secondary School:** Teach preschool, elementary school, middle school, and secondary school subjects to educationally and physically handicapped students. Includes teachers who specialize and work with audibly and visually handicapped students and those who teach basic academic and life processes skills to the mentally impaired.

Where Teachers Work

As one might expect, the vast majority of teachers (91.7 percent) work in the educational services industry, which includes elementary and secondary schools. The social services industry employs 6.4 percent of teachers, perhaps in child day care service agencies and membership organizations employ 1.7 percent of all teachers, most likely in church-run preschool programs. [See Chart 1]



Average Teacher Wages

According to a 2000 statewide wage survey, preschool teachers earn an average of \$20,750 a year and kindergarten teachers average about \$32,520 per year. Meanwhile, elementary school teachers earn around \$38,660 each year and secondary (including middle) school teachers earn \$41,220 annually. Special education teachers in the preschool, kindergarten, and elementary school levels average \$34,890 a year, while the average annual salary for special education teachers at the secondary (including middle) school level is \$33,060 per year, taking a weighted average of the two levels.

Teacher Employment

The total statewide employment for teachers in the year 2000 is 16,930 (taken from the abovementioned 2000 survey). The following is the breakdown by teaching specialty:

- Preschool teachers (2,030)
- Kindergarten teachers (190)
- Elementary school teachers (7,180)
- Secondary (including Middle) school teachers (5,090)
- Special Education teachers - Preschool, Kindergarten, and Elementary school (1,480)
- Special Education teachers - Secondary (including Middle) school (960)

Projected Growth and Demand for Teachers

Employment for teachers is forecast to increase by 3,390 from 1998 to 2008, translating into a growth rate of 20.6 percent which is faster than the average growth rate for all occupations. If the growth in teacher employment is divided equally across the 10-year period, there would be an increase of about 339 jobs (2.1 percent growth) each year. [See Table 1]

Elementary school teachers is the largest of these teacher occupations but has the slowest growth rate of 12.8 percent. The smallest of these teaching occupations is kindergarten teachers, but it is projected to grow rapidly at 22.2 percent during the 1998-2008 time period. Special education teachers is expected to increase nearly 36 percent over the same period. Secondary school teachers are also a large-sized occupation and growth is anticipated to be 24.1 percent. This translates into 1,400 more positions during the 10-year period, by far the most of all these teaching occupations. The number of preschool teachers should expand approximately 23 percent from 1998 through 2008.

**Projected Employment Growth & Job Openings
for Selected Teaching Occupations, 1998-2008**

Table 1

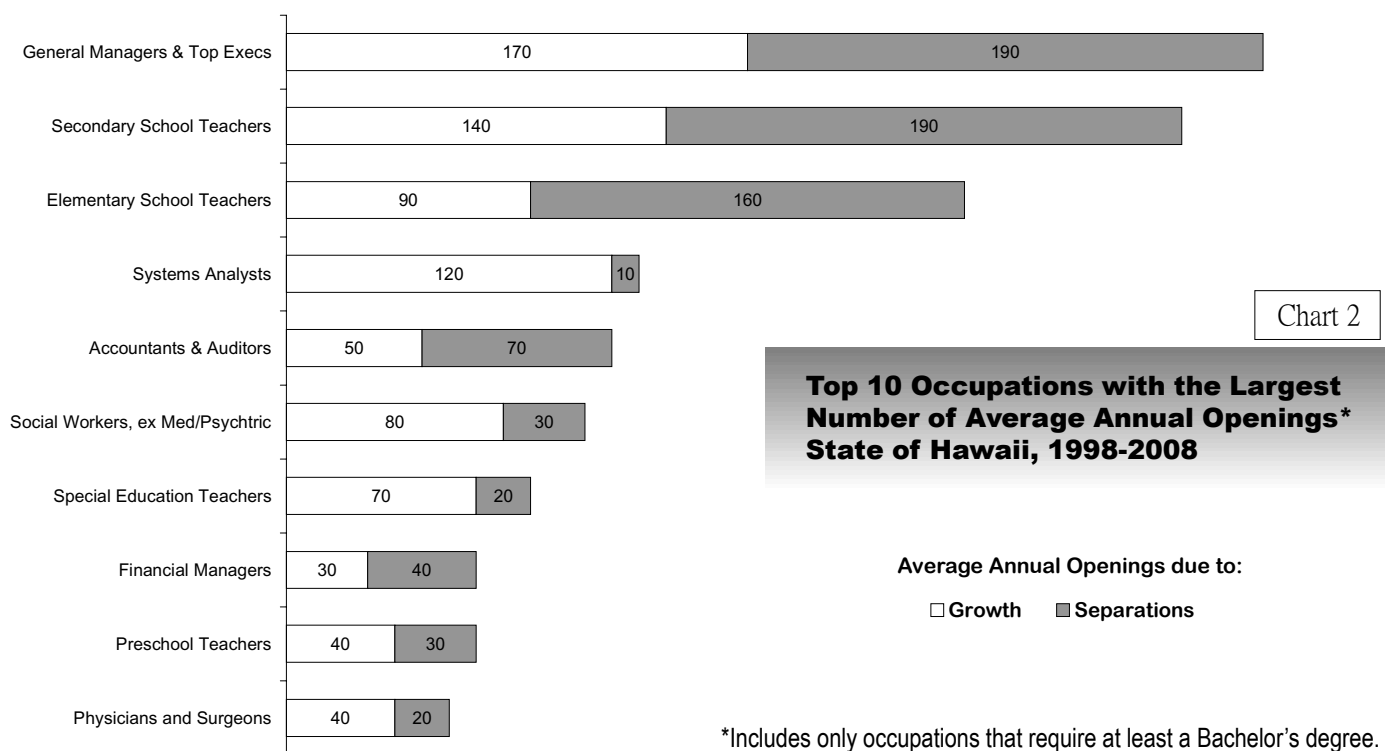
<u>Occupation Title</u>	PROJECTED EMPLOYMENT GROWTH		AVERAGE ANNUAL JOB OPENINGS		
	<u>Number</u>	<u>Percent</u>	<u>Growth</u>	<u>Separations</u>	<u>Total</u>
Preschool Teachers	340	23.1	40	30	70
Kindergarten Teachers	40	22.2	*	*	*
Elementary School Teachers	900	12.8	90	160	250
Secondary School Teachers	1,400	24.1	140	190	330
Special Education Teachers	710	35.9	70	20	90
TOTAL	3,390	20.6	340	400	740

*Number is less than ten but not equal to zero.

How do teacher's job growth compare to other occupations? The projected growth rate for all occupations is 13.0 percent and these teaching occupations are well above that with 20.6 percent. Also, the teaching occupations belong to the professional specialty occupational division which is predicted to grow at a rate of 19.6 percent from 1998 to 2008. So, teacher employment is expected to grow slightly faster than all professionals as a group.

Among all the occupations that usually require at least a Bachelor's degree, secondary school, elementary school, special education, and preschool teachers rank among the top 10 occupations projected to have the most job openings in Hawai'i. These four types of teachers are expected to account for a combined 740 new jobs each year during the 1998 - 2008 time period. [See Chart 2]

Not only is the teaching profession expected to produce many job opportunities in the coming years, but it is also predicted to grow at a rapid rate. Among all occupations requiring at least a bachelor's degree and having at least 300 employment, special education teachers are ranked as the ninth fastest growing occupation in Hawai'i with an annual growth rate of 3.6 percent during that same 10-year period. Meanwhile, secondary school, preschool, and elementary school teachers rank among the top 50 fastest growing occupations.



What will the future demand for teachers be like? With the teacher employment growth forecast for the years 1998 through 2008 being 3,390 positions, we could say that there would be about 340 new jobs each year during the 10-year period due to *growth* alone. Another 400 job vacancies each year will result from labor force *separations* when employees retire, die, or leave the labor force (this figure does not include separations that occur when a person changes jobs or moves to another area). Tallying up the job openings due to growth and separations brings the total average annual job openings to 740 through the year 2008. [See Table 1]

Overall, more of the job openings will occur due to replacement needs and the majority of these openings will be in the elementary and secondary levels of teaching. Special education and preschool teaching positions will be available but not at the same levels.

Job opportunities posted on the Hawai'i State Department of Education's website include certificated teaching personnel in the following areas: Special education; Secondary math and science; and Industrial arts (including home economics). Teaching job opportunities exist throughout the entire state, but the greatest demand occurs on the neighbor islands and in rural Oahu.

Supply of Teaching Candidates

How many workers are ready to enter the teaching profession in Hawai'i? If we gauge the supply by a conservative measure - the number of completers from the University of Hawai'i system's teacher education programs, the supply in the year 2000 was 458. This includes program completers from the University of Hawai'i

at Manoa, the University of Hawai'i at Hilo, and Hawai'i, Honolulu, Kauai, and Maui community colleges. Compare the supply of 458 graduates to the demand of 740 openings - the supply only meets 62 percent of the demand. [See Table 2]

The gap between demand and supply is not evenly distributed among the different areas of teaching. Demand and supply for elementary school teachers are pretty closely matched with 250 annual openings and 224 program completers. However, secondary school teachers are predicted to have 330 openings a year with only 179 graduates, meaning that the current supply meets only about 54 percent of the demand for secondary school teachers. Special education teachers are in a similar position with a projected 90 annual job openings with only 39 graduates to fill them. Likewise, preschool and kindergarten teachers have only 16 graduates for 70 potential job vacancies. [See Chart 3]

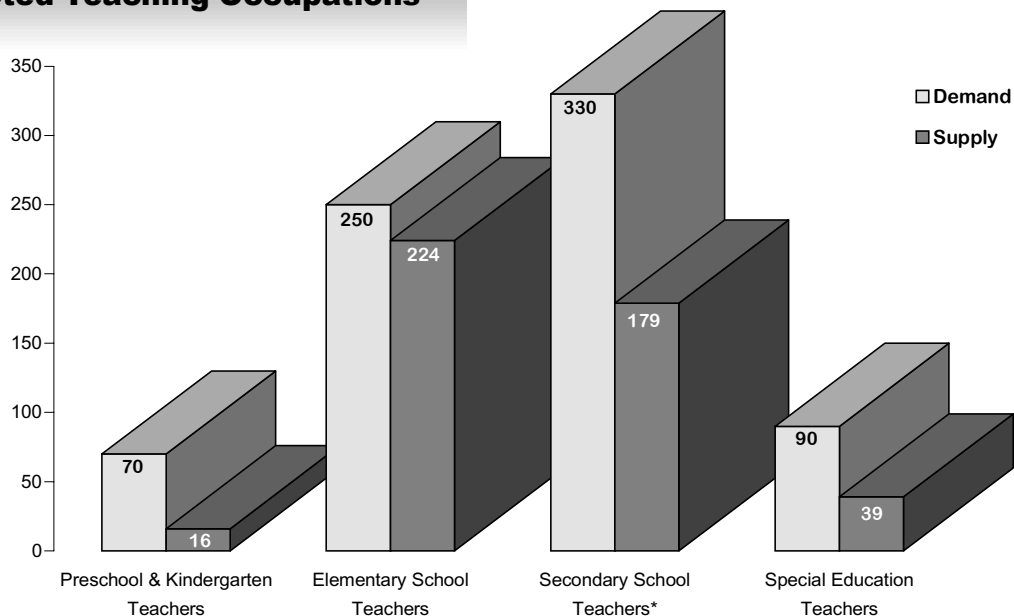
Table 2

Completers of Teacher Training Programs - 2000

<u>Program</u>	<u>Completers</u>
Pre-Elementary/Early Childhood/Kindergarten Teacher Education	16
Elementary Teacher Education	224
Secondary Teacher Education	171
Teacher Education, Multiple Levels	8
Special Education, General	39
TOTAL	458

Demand vs. Supply for Selected Teaching Occupations

Chart 3



*Supply includes 8 Multiple-Levels Teacher Education program completers.

What it takes to be a Teacher

It is very important for all teachers to build *skills* in instructing, speaking, learning strategies, active listening, and social perceptiveness. In addition, reading comprehension is very important for teachers in the elementary school, middle/secondary school, and special education specialties. Kindergarten teachers should be able to actively look for ways to help people. Both elementary school and special education teachers would need to be skilled in writing, while monitoring and developing approaches for idea implementation are important skills for both middle/secondary school and special education teachers. Finally, middle/secondary school teachers will need math skills and also know how to find and identify essential information. [See Table 3]

Table 3

**Skills Considered Very Important for Selected Teacher Occupations
(Listed in Order of Overall Importance & Ranked by Importance for Each Occupation)**

Skills	Preschool	Kindergarten	Elementary School	Middle/ Secondary	Special Education*
Instructing - Teaching others how to do something	3	2	1	2	1
Speaking - Talking to others to effectively convey information	1	4	2	1	3
Learning Strategies - Using multiple approaches when learning or teaching new things	2	1	3	3	2
Active Listening - Listening to what other people are saying and asking questions as appropriate	5	3	5	5	6
Social Perceptiveness - Being aware of others reactions and understanding why they react the way they do	4	5	7	6	4
Reading Comprehension – Understanding written sentences and paragraphs in work related documents			4	4	8
Service Orientation – Actively looking for ways to help people		6			
Mathematics – Using mathematics to solve problems				7	
Writing – Communicating effectively with others in writing as indicated by the needs of the audience			6		9
Implementation Planning – Developing approaches for implementing an idea				10	5
Monitoring – Assessing how well one is doing when learning or doing something				8	7
Information Gathering – Knowing how to find information and identifying essential information				9	
*Includes all levels: Preschool, Kindergarten, & Elementary School; Middle School; Secondary School.					

Teachers will also need certain kinds of *knowledge* to be successful in their jobs. The most important for all teachers is knowledge of instructional methods and training techniques. Knowledge of the structure and content of the English language is also important to every teacher. For preschool and kindergarten teachers, knowledge of principles and processes for providing customer and personal service is important. These include assessing needs, meeting quality service standards, devising alternative delivery systems, and evaluating customer satisfaction. Meanwhile, kindergarten, elementary school, and special education teachers would benefit from some knowledge of human behavior and performance, mental processes, psychological research methods, and the assessment and treatment of behavioral and affective disorders. Also, mathematics knowledge is important for elementary school teachers, while therapy and counseling knowledge will be of great importance to those teachers specializing in special education. [See Table 4]

Table 4

**Knowledge Considered Very Important for Selected Teacher Occupations
(Listed in Order of Overall Importance & Ranked by Importance for Each Occupation)**

Knowledge	Preschool	Kindergarten	Elementary School	Middle/Secondary	Special Education*
Education & Training - Knowledge of instructional methods and training techniques including curriculum design principles, learning theory, group and individual teaching techniques, design of individual development plans, and test design principles	1	1	1	1	1
Customer & Personal Service - Knowledge of principles and processes for providing customer and personal services including needs assessment techniques, quality service standards, alternative delivery systems, and customer satisfaction evaluation techniques	2	2			
English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar	3	4	2	2	4
Psychology – Knowledge of human behavior and performance, mental processes, psychological research methods, and the assessment and treatment of behavioral and affective disorders		3	4		2
Mathematics – Knowledge of numbers, their operations, and interrelationships, including arithmetic, algebra, geometry, calculus, statistics, and their applications			3		
Therapy & Counseling – Knowledge of information and techniques needed to rehabilitate physical and mental ailments and to provide career guidance including alternative treatments, rehabilitation equipment and its proper use, and methods to evaluate treatment effects					3

*Includes all levels: Preschool, Kindergarten, & Elementary School; Middle School; Secondary School.

Also, it is essential that all teachers have specific *abilities* such as being able to verbally communicate information and ideas effectively. Being able to read and understand information and ideas presented in writing is also important for kindergarten, elementary school, middle/secondary school, and special education teachers. All teachers from preschool through middle/secondary school also should possess abilities in oral comprehension and speech clarity. Meanwhile, the ability to communicate information and ideas in writing is helpful to kindergarten through middle/secondary school teachers. In addition, kindergarten teachers need to possess the ability to tell when something is wrong, to come up with a number of ideas about a given topic, and to come up with unusually or clever ideas about a given topic or situation. Elementary school teachers would benefit from the ability to add, subtract, multiply, or divide quickly and correctly. [See Table 5]

Table 5

**Abilities Considered Very Important for Selected Teacher Occupations
(Listed in Order of Overall Importance & Ranked by Importance for Each Occupation)**

Abilities	Preschool	Kindergarten	Elementary	Middle/ Secondary	Special Education*
Oral Expression - The ability to communicate information and ideas in speaking so others will understand.	1	1	1	1	1
Written Comprehension – The ability to read and understand information and ideas presented in writing.		3	2	3	2
Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.	2	2	5	2	
Problem Sensitivity – The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.		4			
Written Expression – The ability to communicate information and ideas in writing so others will understand.		5	3	4	
Speech Clarity - The ability to speak clearly so that it is understandable to a listener.	3	7	4	5	
Fluency of ideas – The ability to come up with a number of ideas about a given topic. It concerns the number of ideas produced and not the quality, correctness, or creativity of the ideas.		6			
Number Facility – The ability to add, subtract, multiply, or divide quickly and correctly.			6		
Originality – The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.		8			
*Includes all levels: Preschool, Kindergarten, & Elementary School; Middle School; Secondary School.					

Required Preparation for Teachers

The State regulates the employment of preschool teachers and requires completion of one of the following educational programs:

- ❖ Bachelor's degree in child development or early childhood education
- ❖ Postsecondary credential in a child development associate program or a 2-year college program and certificate in early childhood education
- ❖ Bachelor's degree plus 6 or 12 credits (depending on the field of the bachelor's degree) in approved child development or early childhood training courses

In addition to those educational requirements, preschool teachers need to have six months or one year of experience in an early childhood program, depending on the type of degree.

Kindergarten, elementary school, secondary school, and special education teachers need to complete a State-approved teacher education program from an accredited institution that includes student teaching. Accepted programs include a bachelor's degree in education, a master's degree in education, or a postbaccalaureate diploma or certificate program in education.

Teacher Licensing


In Hawai'i, those who wish to teach in the *public school* system must obtain a license through the Hawai'i State Department of Education's Personnel Services Branch - Teacher Recruitment Unit. Several different categories of teachers are licensed: elementary; secondary; and K-12 which includes art, music, physical education, reading, counselors, and special education teachers that could be in either elementary or secondary school teaching positions.

Besides completing the required education discussed in the previous section, applicants for licensure must pass the PRAXIS tests at the State-validated levels. There are three different exams: 1) Pre-professional Skills Tests (PPST) or Computer Based Test (CBT) in Reading, Writing and Mathematics; 2) Principles of Learning and Teaching (PLT) for level K-6, 5-9 or 7-12; and 3) Subject Assessments appropriate to teaching major. The first test (PPST) has a \$35 registration and \$25 fee for each test. The second exam (PLT) costs \$80, and the third test (Subject Assessment) ranges from \$55 - \$85 depending on the type of test.

In addition, teaching candidates must successfully complete a structured interview with an authorized professional staff interviewer.

A teacher license is issued for a five-year period and may be extended subject to renewal requirements. Credentials are issued to persons who do not meet the standards established by the Hawai'i Teacher Standards Board. Credentials are issued for no more than one year

and, if further employment is necessary, may be extended for a maximum of three years. The license and credential fee is \$48 per year for five years.

As of June 30, 2001, the Hawai'i State Department of Education reported that there were 13,337 active teacher licenses (7,451 elementary, 5,103 secondary, and 783 K-12). For the 2001-02 school year, there were 569 newly licensed teachers (292 elementary, 229 secondary, and 48 K-12). 

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Teaching Occupations in Hawai'i

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